

**NEW HAMPSHIRE
DEPARTMENT OF EDUCATION
SPECIAL EDUCATION
CORRECTIVE ACTION REPORT**

**SAU 64
FINAL REPORT**

Milton/Wakefield School Districts

**William Landers, Superintendent of Schools
Paula Wensley, Director of Special Education**

Visit Conducted on April 16 & 17, 2002
Report Date, June 17, 2002

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I. TEAM MEMBERS

<u>Name</u>	<u>Professional Role</u>
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Visiting Team Members:

Maryclare Heffernan	SERESC Co-Chair
Dick Lates	SERESC Co-Chair
Carol Dadura	Resource Teacher
Miriam Freeman	Case Manager
Kevin Jzarrasak	Special Educator
Bruce May	Special Educator
Kathy Morrisette	Special Educator
Laura Piscitello	School/Community Liaison
Katrina Rhodes	Case Manager
Raina Shearer-Chick	School Psychologist
Amy Therrien	Special Services Administrator
Leigh Zoellick	Early Childhood Services

Building Level Team Members:

Mary Allen	Special Educator
Jeanne Desjardins	Secondary Support Center
Chris Richard	Primary Support Center
Susan Pleau	Special Educator
Heidi Ralston	Special Education Coordinator
Dawn Riddle	Resource Room
Melissa Flanagan	Primary Resource Room

II. PURPOSE OF VISIT

A New Hampshire Department of Education Special Education Corrective Action Visit was conducted at SAU 64 on April 16-17, 2002. SAU 64 is comprised of the following schools: Milton Elementary School, Nute Middle/High School and Paul Elementary School. Representatives of the visiting team also reviewed programs at Spaulding High School in Rochester, NH, which serves Wakefield students in grades 9-12. The preschool program, administered by the Strafford Learning Center, has been moved to a new facility in Wakefield since the last review. This program was visited separately on May 9, 2002 by a NHDOE preschool consultant.

Activities related to this Corrective Action Visit included the review of all application materials submitted by the SAU, verification of personnel credentials for special education staff, program descriptions, SPEDIS reports, and analysis of data collected during the visit. Data included the review of student case studies, interviews with staff, administrators, students and parents and classroom observations. Throughout the entire review process, the visiting team worked in collaboration with the staff of SAU 64. Their professionalism, active involvement in the process and cooperation were greatly appreciated and well recognized.

III. PROGRAM APPROVAL REVIEW PROCESS

The New Hampshire Department of Education provided SAU 64 with a visiting team of professional educators to work collaboratively with staff in each of the schools in conducting the data collection and special education program approval activities. The 2-day visit was designed as a focused review on the following areas of programming:

- Access to the General Curriculum
- Transition
- Assessment.

The NHDOE Special Education Program Approval Process allowed the visiting and building level team members to conduct case studies of a representative sampling of the special education student population, ages 3-21, throughout the SAU. Evidence of the work conducted in-district and results related to student outcomes was gathered throughout the process, guided by the materials and templates provided by the NHDOE, Bureau of Special Education. Examples of evidence included student individual education plans (IEPs), progress reports, samples of student work, grades, extracurricular involvement, permanent records, curriculum, etc. Input was gathered from key constituents, including interviews with professional staff, parents, paraprofessionals, administrators, and in some cases the students. In addition, classroom observations were conducted for each of the case studies being reviewed. The collected data were summarized by the visiting and building level teams. The summaries, included in the report that follows, outline identified areas of strength and areas of improvement needed for each school reviewed.

IV. STATUS OF PREVIOUS PROGRAM APPROVAL REPORT AND CORRECTIVE ACTIONS

Based on review of the July 9, 2001 Corrective Action Report, the following patterns were identified as needing improvement:

Facilities and Location (Ed. 1119.06)

There continue to be significant space needs at the Milton Elementary School, Nute Middle, High School and the Paul Elementary School. The Superintendent reported that a piece of land has recently been acquired by the Milton School District for the eventual construction of a new high school or addition to the existing facility. The Nute resource room has been relocated to an accessible and more spacious location.

However, the Nute High School and Milton Elementary School continue to experience significant space and accessibility issues. At Nute Middle School the modular classrooms, which house grades 7 and 8, the band room and the TIP Program, are very poorly ventilated. The hallways and classrooms are also in poor condition with leaking roofs and aging interior, providing an inadequate learning environment. The moduls at Milton Elementary School are also aging and do not provide adequate instructional environments.

Establish an Effective Communication System (Ed. 1100.01, Ed. 1102.13)

The SAU, under new leadership for only 4 months, has established effective and consistent communication with special education personnel at the building level. There has been a noticeable improvement in collaboration and in the transfer of information from the SAU office to building personnel across the SAU, and efforts are underway to coordinate instructional strategies and to develop a shared philosophy of special education. The Director of Special Education meets with building teams on a monthly basis to review district policies and procedures and to assess student needs with staff members.

High Rate of Staff Turnover (Ed. 1110.07)

The SAU Administration is pleased to report a significantly reduced rate of staff turnover, due in large part to the passage of improved teacher contracts in both districts.

Professional Development (Ed. 306.17(f), Ed. 1119.01(b)(4).)

The Director of Special Education is initially focusing professional development efforts on training in the area of IDEA '97 changes in IEP development and programming requirements. Professional staff recently underwent training in behavior management as well.

Staffing Patterns (Ed. 1119.02, Ed. 1119.05, Ed. 1119.07)

SAU 64 continues to have difficulty filling special education vacancies. A teaching vacancy presently exists at both Milton Elementary and Nute Middle/High School. Paraprofessional staff continue to provide direct supports in the classrooms and need closer direction and supervision by professional staff (particularly at the Nute Middle/High School).

Continuum of Services (Ed. 1115.04, Ed. 1119.02(b))

The lack of sufficient special education professional staff has limited the SAU's ability to provide a full continuum of services for students with educational disabilities and has resulted in a large number of out-of-district placements.

Curriculum (Ed. 1119.03)

The SAU began a review of its curriculum last summer and is in the process of aligning its curriculum with the NH State Frameworks.

Resources (Ed. 1119.04)

The two districts continue to struggle with facilities in need of renovation and expansion, with inadequate technology resources for students and teachers and with insufficient time for planning, collaborations and professional development.

V. SAU WIDE SUMMARY OF FINDINGS

Under the new leadership of William Landers, Superintendent, and Paula Wensley, Director of Special Education, SAU 64 is moving in the positive direction of addressing areas in need of improvement. There is an overall climate for improvement within the SAU at all levels. The SAU administration is now supported by new principals in two of its three schools, and the new administrative team is developing a common vision for all students in the SAU.

ACCESS TO THE GENERAL CURRICULUM

ED 1109.05 CFR 300.342 Implementation of IEPs

ED 1115.07 CFR 300.306 Provision of Non-Academic Services

ED 1119.03 CFR 300.26 CFR 300.347 Full Access to the District's Curriculum

ED 1119.08 CFR 300.304 Equal Education Opportunity

The collaborative teams found that most students in the SAU have access to the general curriculum. The Paul School however, has identified a need to create a school wide philosophy and service delivery system for all students with disabilities. Presently the program model and inclusionary practice varies depending on the grade level.

The preschool program provides adequate access to the general curriculum to students with disabilities.

The district has also identified a need to review the present staffing patterns to determine if additional professional staff are needed to provide direct services to students. The district has added an additional special education teacher position to the Nute High School but has been unable to fill that opening this year.

The SAU has continued work on a revised curriculum that is aligned with the NH Frameworks. This improvement will assist staff in creating relevant instruction for all students. Ongoing plans for professional development for all staff in areas related to the provision of services and supports to students with disabilities is in place.

TRANSITION

ED 1102.53 CFR 300.29 Transition Planning

ED 1107.02 CFR 300.347 (b) (1) Process: Provision of FAPE

ED 1109.01 CFR 300.132 Transition Services

The SAU has provided evidence of transition planning at key transition points throughout the district. There is, however, no formal SAU wide transition plan and the collaborative team identified a range of transition activities that take place but are not necessarily documented. The transition from the Paul School to Spaulding High School was noted as effective and consistent.

The team suggests that the SAU develop a written plan that addresses not only key transition points (Early Supports and Services to Preschool, Preschool to kindergarten, middle school to high school and high school through graduation) but also considers transitions from grade to grade and school to school throughout the system.

ASSESSMENT

ED 1133.05 (I) CFR 300.347 (a) (5) RSA 193-C

The SAU shows evidence of utilizing a variety of assessments to determine student outcomes and to create new educational plans. Aligning the curriculum should result in a clearer assessment of the instruction through the NHEIAP process.

The SAU is encouraged to continue reviewing assessment tools and analyzing results in an effort to provide the best instructional practice to all of the SAU's students.

SPECIAL EDUCATION PROCESS: POLICY AND PROCEDURE

ED 1106.01 Special Education Process

ED 1103.01 Child Find, Responsibilities of the LEA

The SAU has continued to review and revise policies and procedures related to the provision of special education services to students with educational disabilities. The training that has been provided to staff throughout the district has informed staff of many of the new changes to state and federal requirements. Ongoing work is encouraged in the area of professional development related to this critical area. As new staff come into the SAU they will need training and supervision as well.

Facilities and Location (Ed. 1119.06)

There continues to be significant space needs at the Milton Elementary School, Nute Middle, High School and the Paul Elementary School. The Superintendent reported that a piece of land has recently been acquired by the Milton School District for the eventual construction of a new high school or addition to the existing facility. The Nute resource room has been relocated to an accessible and more spacious location.

However, the Nute High School and Milton Elementary School continue to experience significant space and accessibility issues. At Nute Middle School the modular classrooms, which house grades 7 and 8, are very poorly ventilated. The hallways and classrooms also in poor condition with leaking roofs and an aging interior, providing an inadequate learning environment.

The preschool program has been relocated to an appropriate setting since the previous visit.

VI. BUILDING LEVEL SUMMARY REPORTS

USING COMPLIANCE DATA FOR CONTINUOUS IMPROVEMENT

BUILDING LEVEL COMPLIANCE DATA SUMMARY

NEW HAMPSHIRE STATE DEPARTMENT OF EDUCATION SPECIAL EDUCATION PROGRAM APPROVAL AND IMPROVEMENT PROCESS

SAU #64 School: Paul School

Recorder/Summarizer: Katrina Rhodes

Date: April 17, 2002

Based on data collected from the Data Collection Forms, Interview Forms, Classroom Observations, etc. the following summary is intended to provide a “snapshot” of the quality of services and programs in the school/private facility in the areas of: **Access to the General Curriculum, Transition and Assessment.**

Access to the General Curriculum		Summary of Evidence
<u>Ed. 1109.05, Implementation of IEP</u> <u>CFR 300.342</u> <u>Ed. 1115.07, Provision of Non-Academic Services</u> <u>CFR 300.306</u> <u>Ed. 1119.03, Full Access to District's Curricula</u> <u>CFR 300.26</u> <u>Ed. 1119.08, Equal Education Opportunity</u> <u>CFR 300.347(a)</u> <u>CFR 300.304</u>		Paul School
Indicator Level and Description		
0	Student does not have access to the general curriculum.	
1	Student has access to the general curriculum	All four students reviewed have access to the general curriculum as evidenced through classroom observations and interviews
2	Student participates in the general curriculum in the regular classroom	
3a	Student participates and progresses in the general curriculum with non-disabled peers for majority of the day with necessary support(s)	Two students attend regular classes for the majority of the school day as evidenced through IEPs, interviews and classroom observations.
3b	For Private Schools: Student has opportunities to interact with non-disabled peers on a regular basis	
3c	Student has the opportunity to participate in general extracurricular activities with necessary support(s) and is encouraged to do so.	All four students have the opportunity to participate in extracurricular activities. None of these students requires additional support to participate. Evidence through interviews.
3d	For High School Students: Student has the opportunity to earn regular credits leading to a regular diploma	
4	Student engages in the general curriculum with necessary support(s) and participates in extracurricular activities in the Least Restrictive Environment	Two of the students reviewed are engaged in the general curriculum as evidenced by schedules, interviews and observations.

Transition		Summary of Evidence
<u>Ed. 1102.53, Transition Planning</u> <u>CFR 300.29</u> <u>Ed. 1107.02, Process; Provision of FAPE</u> <u>CFR 300.347 (b) (1)</u> <u>Ed. 1109.01, Transition Services</u> <u>CFR 300.132</u> This includes movement from (a) ESS to preschool, (b) pre-school to elementary school, (c) age 14 or younger, or (d) age 16 or older		Paul School
Indicator Level and Description		
0	No evidence of transition planning	
1	Transition occurs, with little or no written documentation	
2	Written documentation exists for transition services	
3a	Team includes parents and personnel from other agencies in transition planning	Transition planning for all four of the students reviewed included parents and other relevant representatives as seen in meeting minutes.
3b	Student is informed before age 17 of his/her rights under IDEA	
3c	Plan addresses instruction, community, employment and daily life skills in a complete and comprehensive manner	The transition plan for one of the students reviewed included a plan for moving from the elementary school to the middle school (step up day, individual visits throughout school year, etc.).
4a	District has implemented a process to evaluate the success of the student's transition	Minutes of meetings for two students showed regular review of the transition plans.
4b	Team, including student as appropriate, regularly assesses success of transition plan	

Assessment		Summary of Evidence
<u>Ed. 1133.05 (I), Program Requirements</u> <u>CFR 300.138</u> <u>CFR 300.347 (a) 5, RSA 193-C</u> This is not limited to NH statewide testing [NHEIAP]. It should also include districtwide and school assessments administered to non-disabled peers.		Paul School
	Indicator Level and Description	
	0 No evidence of student participation in district or state assessments	
	1a Student participates in district-wide and school assessments	Four students reviewed participate in assessments as evidenced by IEPs, case study presentation, and interviews.
	1b Student participates in state assessment	
	2 Alternate assessment provided as needed for both district and state assessments	
	3a Assessment data is used to develop IEP	Assessment data was used to develop IEPs for three of the four students reviewed.
	3b Multiple measures used for assessments (e.g. report cards, student work, teacher observations and portfolios)	Multiple measures were used for all four students as seen through student work portfolios, progress reports, report cards, and interviews.
	4 School uses assessment data to improve student learning (state, district-wide or school assessments)	Assessment data is used to improve student learning for two of the four students reviewed as evidenced through interviews with the principal and staff. The primary levels (grades 1-4) are working to analyze the state assessment scores and use information to improve student learning.

Paul School	
Strengths	Suggestions for Improvement
<ol style="list-style-type: none"> The Paul School staff are commended for their level of commitment. There is an overall positive tone to the building. The building is clean and cheerful. The Lindamood Bell reading program appears effective. The weekly special education meetings provide an open line of communication among special education team members. There is a good rapport between the resource teachers, paraprofessionals and students. The availability of technology, including internet access, is good. Parental support is strong in some cases. Assessment data is being used to develop IEPs. There is supportive administration at the building and SAU level. There are dedicated paraprofessionals who go above and beyond expectations. The transition activities to Spaulding High School are excellent. The children we interviewed like school and the teachers. 	<ol style="list-style-type: none"> Ensure a consistent school-wide philosophy of special education programming so that services provided to students with disabilities are provided in the least restrictive setting in a seamless process as they move from grade to grade throughout the school. Provide paraprofessionals to regular education settings so that they can support students with disabilities as well as others in the mainstream. Clearly separate special education services from 504 Plans. Provide training to all staff in the area of 504 Plans and accommodations and the differentiation from special education. Provide training for all staff on when and how to offer modifications and determine individual student needs. Provide training to paraprofessionals and all staff on effective ways to work together. Institute a pre-referral team that would review student needs prior to initiating the special education process. Clearly separate the EH programs and In School Suspension from resource room programs. Provide secretarial support to assist with special education paperwork, meeting preparations etc. Create written documentation of transition plans.

USING COMPLIANCE DATA FOR CONTINUOUS IMPROVEMENT
BUILDING LEVEL COMPLIANCE DATA SUMMARY
NEW HAMPSHIRE STATE DEPARTMENT OF EDUCATION
SPECIAL EDUCATION PROGRAM APPROVAL AND IMPROVEMENT PROCESS

SAU #64 School: Milton Elementary

Recorder/Summarizer: Raina Shearer Chick

Date: April 17, 2002

Based on data collected from the Data Collection Forms, Interview Forms, Classroom Observations, etc. the following summary is intended to provide a “snapshot” of the quality of services and programs in the school/private facility in the areas of: **Access to the General Curriculum, Transition and Assessment.**

Access to the General Curriculum		Summary of Evidence
<u>Ed. 1109.05, Implementation of IEP</u> <u>CFR 300.342</u> <u>Ed. 1115.07, Provision of Non-Academic Services</u> <u>CFR 300.306</u> <u>Ed. 1119.03, Full Access to District's Curricula</u> <u>CFR 300.26</u> <u>Ed. 1119.08, Equal Education Opportunity</u> <u>CFR 300.347(a)</u> <u>CFR 300.304</u>		Milton Elementary School
Indicator Level and Description		
0	Student does not have access to the general curriculum.	
1	Student has access to the general curriculum	
2	Student participates in the general curriculum in the regular classroom	
3a	Student participates and progresses in the general curriculum with non-disabled peers for majority of the day with necessary support(s)	
3b	For Private Schools: Student has opportunities to interact with non-disabled peers on a regular basis	
3c	Student has the opportunity to participate in general extracurricular activities with necessary support(s) and is encouraged to do so.	
3d	For High School Students: Student has the opportunity to earn regular credits leading to a regular diploma	
4	Student engages in the general curriculum with necessary support(s) and participates in extracurricular activities in the Least Restrictive Environment	Students at Milton Elementary School engage in general curriculum with supports as evidenced by IEPs, schedules, observations, teaching assistant supports, modifications made to testing, homework and class work and grades. Extracurricular activities include t-ball, after school program, curriculum fair and other activities that non-disabled students participate in.

Transition		Summary of Evidence
<u>Ed. 1102.53, Transition Planning</u> <u>CFR 300.29</u> <u>Ed. 1107.02, Process; Provision of FAPE</u> <u>CFR 300.347 (b) (1)</u> <u>Ed. 1109.01, Transition Services</u> <u>CFR 300.132</u> This includes movement from (a) ESS to preschool, b) pre-school to elementary school, (c) age 14 or younger, or (d) age 16 or older		Milton Elementary School
Indicator Level and Description		
0	No evidence of transition planning	
1	Transition occurs, with little or no written documentation	
2	Written documentation exists for transition services	Documentation of transition planning exists within school in step-up day for students moving to the middle school, teacher generated data sheets, and cross grade collaboration for developing IEPs.
3a	Team includes parents and personnel from other agencies in transition planning	The IEP Team may include special Preschool program personnel and Milton Elementary School staff.
3b	Student is informed before age 17 of his/her rights under IDEA	
3c	Plan addresses instruction, community, employment and daily life skills in a complete and comprehensive manner	
4a	District has implemented a process to evaluate the success of the student's transition	
4b	Team, including student as appropriate, regularly assesses success of transition plan	Evidence of some transition planning is found in grade level team meeting minutes.

Assessment		Summary of Evidence
<u>Ed. 1133.05 (I), Program Requirements</u> <u>CFR 300.138</u> <u>CFR 300.347 (a) 5, RSA 193-C</u> This is not limited to NH statewide testing [NHEIAP]. It should also include districtwide and school assessments administered to non-disabled peers.		Milton Elementary School
Indicator Level and Description		
0	No evidence of student participation in district or state assessments	
1a	Student participates in district-wide and school assessments	
1b	Student participates in state assessment	
2	Alternate assessment provided as needed for both district and state assessments	
3a	Assessment data is used to develop IEP	
3b	Multiple measures used for assessments (e.g. report cards, student work, teacher observations and portfolios)	Multiple measures including, Stanford Diagnostic Reading Test, work samples, behavior documentation, three year evaluations and report cards are used to determine student progress.
4	School uses assessment data to improve student learning (state, district-wide or school assessments)	The school uses assessment data to make curriculum decisions.

Milton Elementary School	
Strengths	Suggestions for Improvement
<ol style="list-style-type: none"> Regular and special education staff demonstrate great dedication and expertise. Special recognition goes to the paraprofessional staff at Milton Elementary School. There is a positive vision for program changes and improvement within the school. The staff is aware of the transition issues at the elementary level, with attention and effort put toward creating better transitions. The resources within the school are used efficiently. There are regularly scheduled meetings of regular and special education staff. Discipline and behavior issues are handled on an individual basis with every effort made to resolve issues and maintain students in school. 	<ol style="list-style-type: none"> The school facilities are inadequate in the following areas: accessibility, small group instruction, conducting student individual evaluations, meetings and storage. The modular is also aging and crowded. Communication among staff is sometimes inadequate. There are difficulties coordinating some schedules so that staff can meet. Staffing patterns should be reviewed. The current staffing pattern is 2 special education staff to 80 identified students. A review and improvement of the Functional Behavioral Assessment process and the development of behavior plans in IEPs is suggested. Provide opportunities for special educators to develop a broader understanding of the general curriculum Provide ongoing professional development sessions for all staff in understanding different disabilities, shared responsibilities between regular and special educators, etc. Review the length of time that special education referrals and determination of eligibility are taking to determine if additional supports are necessary to conduct the process in a timely manner.

**USING COMPLIANCE DATA FOR
CONTINUOUS IMPROVEMENT**

BUILDING LEVEL COMPLIANCE DATA SUMMARY

**NEW HAMPSHIRE STATE DEPARTMENT OF EDUCATION
SPECIAL EDUCATION PROGRAM APPROVAL AND IMPROVEMENT PROCESS**

SAU #64 School: Nute Middle High School

Recorder/Summarizer: Kathy Morrisette/Miriam Freeman

Date: April 17, 2002

Based on data collected from the Data Collection Forms, Interview Forms, Classroom Observations, etc. the following summary is intended to provide a “snapshot” of the quality of services and programs in the school/private facility in the areas of: **Access to the General Curriculum, Transition and Assessment.**

Access to the General Curriculum		Summary of Evidence
<u>Ed. 1109.05, Implementation of IEP</u> <u>CFR 300.342</u> <u>Ed. 1115.07, Provision of Non-Academic Services</u> <u>CFR 300.306</u> <u>Ed. 1119.03, Full Access to District's Curricula</u> <u>CFR 300.26</u> <u>Ed. 1119.08, Equal Education Opportunity</u> <u>CFR 300.347(a)</u> <u>CFR 300.304</u>		Nute Middle High School
Indicator Level and Description		
0	Student does not have access to the general curriculum.	
1	Student has access to the general curriculum	
2	Student participates in the general curriculum in the regular classroom	
3a	Student participates and progresses in the general curriculum with non-disabled peers for majority of the day with necessary support(s)	Each student reviewed has complete access to the general curriculum and participates according to his/her ability as evidenced through report cards, transcripts, student handbook, IEPs, placement documentation, vocational progress reports.
3b	For Private Schools: Student has opportunities to interact with non-disabled peers on a regular basis	
3c	Student has the opportunity to participate in general extracurricular activities with necessary support(s) and is encouraged to do so.	Opportunities are available as evidenced by student participation on school newspaper staff, middle school sports programs and group games during lunch times.
3d	For High School Students: Student has the opportunity to earn regular credits leading to a regular diploma	All students are eligible to earn a regular high school diploma.
4	Student engages in the general curriculum with necessary support(s) and participates in extracurricular activities in the Least Restrictive Environment	

Transition		Summary of Evidence
<u>Ed. 1102.53, Transition Planning</u> <u>CFR 300.29</u> <u>Ed. 1107.02, Process; Provision of FAPE</u> <u>CFR 300.347 (b) (1)</u> <u>Ed. 1109.01, Transition Services</u> <u>CFR 300.132</u> This includes movement from (a) ESS to preschool, b) pre-school to elementary school, (c) age 14 or younger, or (d) age 16 or older		Nute Middle High School
Indicator Level and Description		
0	No evidence of transition planning	
1	Transition occurs, with little or no written documentation	
2	Written documentation exists for transition services	Written documentation of transition services is found in the minutes of transition planning meetings.
3a	Team includes parents and personnel from other agencies in transition planning	Transition planning team included student, teachers, vocational staff and school to work representative.
3b	Student is informed before age 17 of his/her rights under IDEA	There is documentation in student record that student was informed of his rights.
3c	Plan addresses instruction, community, employment and daily life skills in a complete and comprehensive manner	The transition page is an important component of the student IEP, is well documented and addresses all required areas.
4a	District has implemented a process to evaluate the success of the student's transition	Documentation of progress meeting exists and included student.
4b	Team, including student as appropriate, regularly assesses success of transition plan	

Assessment		Summary of Evidence
<u>Ed. 1133.05 (I), Program Requirements</u> <u>CFR 300.138</u> <u>CFR 300.347 (a) 5, RSA 193-C</u> This is not limited to NH statewide testing [NHEIAP]. It should also include districtwide and school assessments administered to non-disabled peers.		Nute Middle High School
	Indicator Level and Description	
	0 No evidence of student participation in district or state assessments	
	1a Student participates in district-wide and school assessments	One student has minor modifications for assessments; the second student requires more involved modifications. Documentation exists in student records.
	1b Student participates in state assessment	
	2 Alternate assessment provided as needed for both district and state assessments	
	3a Assessment data is used to develop IEP	Goals and modifications are based on achievement levels. Behavior assessment led to the development of behavior plan in IEP.
	3b Multiple measures used for assessments (e.g. report cards, student work, teacher observations and portfolios)	Assessment includes: standardized testing, vocational assessments, discipline data, behavior checklist, and teacher reports.
	4 School uses assessment data to improve student learning (state, district-wide or school assessments)	The staff uses district-wide, school and individual assessments to develop goals and objectives and adjust the curriculum. Staff is working on a system to incorporate state assessment information into student plans as a result of the difficulty with the timing of the testing and the reporting of results.

Nute Middle High School	
Strengths	Suggestions for Improvement
<ol style="list-style-type: none"> 1. The overall knowledge of the staff is very broad. Each staff member brings a wide range of experiences and skills to the classroom. 2. The staff's ability to include students with disabilities into classroom curriculum through modification in instruction and assessment. 3. There is very open and constructive communication between all parties concerned with the students. 4. Documentation of services provided to students is thorough. 5. There is access to outside consultants and services. 6. There is evidence of improved community relations. This is due, in part, to increased communication between school and community. 7. There is an overall team approach to the education of all children. There is no sense of "us vs. them". 8. The administration is very supportive of the special education process. 	<ol style="list-style-type: none"> 1. The high school facility is inadequate and inaccessible. Space needs are clear. (see citations, page 5) 2. The modular units, presently housing the middle school and the TIP program, are old, in extremely poor condition, with an aging and leaking roof and inadequate ventilation. The day of the visit found extremely hot conditions inside the modulars, with no cooling system or screens on the windows. The extremely poor condition of classrooms and hallways do not provide an appropriate instructional space for students and staff. (see citations page5) 3. Improved staffing patterns for special education support continues to be a need. The district has approved an additional special education teacher for the high school but has been unable to fill the position. 4. Create opportunities for more consistent participation by regular education teachers in the weekly special education team meetings. 5. Seek ways to provide substitute coverage for classrooms other than through using special education paraprofessionals. Their use as substitute teachers takes away from the delivery of support to students with disabilities. 6. Seek ways to provide substitute coverage for paraprofessionals so that student services are consistent, particularly one-to-one support.

USING COMPLIANCE DATA FOR CONTINUOUS IMPROVEMENT
BUILDING LEVEL COMPLIANCE DATA SUMMARY
NEW HAMPSHIRE STATE DEPARTMENT OF EDUCATION
SPECIAL EDUCATION PROGRAM APPROVAL AND IMPROVEMENT PROCESS

SAU #64 School: Spaulding High School

Recorder/Summarizer: Laura Piscitello

Date: April 17, 2002

Based on data collected from the Data Collection Forms, Interview Forms, Classroom Observations, etc. the following summary is intended to provide a “snapshot” of the quality of services and programs in the school/private facility in the areas of: **Access to the General Curriculum, Transition and Assessment.**

Access to the General Curriculum		Summary of Evidence
<u>Ed. 1109.05, Implementation of IEP</u> <u>CFR 300.342</u> <u>Ed. 1115.07, Provision of Non-Academic Services</u> <u>CFR 300.306</u> <u>Ed. 1119.03, Full Access to District's Curricula</u> <u>CFR 300.26</u> <u>Ed. 1119.08, Equal Education Opportunity</u> <u>CFR 300.347(a)</u> <u>CFR 300.304</u>		Spaulding High School
Indicator Level and Description		
0	Student does not have access to the general curriculum.	
1	Student has access to the general curriculum	
2	Student participates in the general curriculum in the regular classroom	
3a	Student participates and progresses in the general curriculum with non-disabled peers for majority of the day with necessary support(s)	Students participate as evidenced by classroom observation, schedules/course loads, progress reports, IEPs.
3b	For Private Schools: Student has opportunities to interact with non-disabled peers on a regular basis	
3c	Student has the opportunity to participate in general extracurricular activities with necessary support(s) and is encouraged to do so.	Evidenced by observations, student interviews, schedules. Extracurricular activity is high school band participation for one student. Other student has opportunity but is not choosing to participate.
3d	For High School Students: Student has the opportunity to earn regular credits leading to a regular diploma	Evidenced through transcript, report card, course load, staff interviews and IEPs.
4	Student engages in the general curriculum with necessary support(s) and participates in extracurricular activities in the Least Restrictive Environment	Same evidence as above.

Transition		Summary of Evidence
<u>Ed. 1102.53, Transition Planning</u> <u>CFR 300.29</u> <u>Ed. 1107.02, Process; Provision of FAPE</u> <u>CFR 300.347 (b) (1)</u> <u>Ed. 1109.01, Transition Services</u> <u>CFR 300.132</u> This includes movement from (a) ESS to preschool, (b) pre-school to elementary school, (c) age 14 or younger, or (d) age 16 or older		Spaulding High School
Indicator Level and Description		
0	No evidence of transition planning	
1	Transition occurs, with little or no written documentation	
2	Written documentation exists for transition services	Transition plan is attached to IEP and documented in IEP meeting minutes.
3a	Team includes parents and personnel from other agencies in transition planning	Transition meeting included parent and other relevant people as evidenced by minutes and parent interview.
3b	Student is informed before age 17 of his/her rights under IDEA	Evidenced by IEP meeting minutes.
3c	Plan addresses instruction, community, employment and daily life skills in a complete and comprehensive manner	Evidenced by transition plan and meeting minutes in student records.
4a	District has implemented a process to evaluate the success of the student's transition	The IEP progress report documents evidence of transition planning evaluation.
4b	Team, including student as appropriate, regularly assesses success of transition plan	Same as above.

Assessment		Summary of Evidence
<u>Ed. 1133.05 (I), Program Requirements</u> <u>CFR 300.138</u> <u>CFR 300.347 (a) 5, RSA 193-C</u> This is not limited to NH statewide testing [NHEIAP]. It should also include districtwide and school assessments administered to non-disabled peers.		Spaulding High School
	Indicator Level and Description	
	0 No evidence of student participation in district or state assessments	
	1a Student participates in district-wide and school assessments	
	1b Student participates in state assessment	
	2 Alternate assessment provided as needed for both district and state assessments	
	3a Assessment data is used to develop IEP	Evidenced by student, parent and staff interviews as well as IEP. Progress reports, standardized assessments, grades, bi-weekly progress reporting.
	3b Multiple measures used for assessments (e.g. report cards, student work, teacher observations and portfolios)	Evidenced by file review showing documentation of multiple measures.
	4 School uses assessment data to improve student learning (state, district-wide or school assessments)	Coordinator interview detailed school's use of assessment data to improve student learning.

Strengths	Suggestions for Improvement
<ol style="list-style-type: none"> Students have a range of courses and levels to choose from in selecting high school course work. The required Career Education course for freshman is a strength. The IEP progress report team that reviews student progress, strengths, weaknesses and learning styles is commended. Transition planning begins at freshman year. The LITE program is commended. Students with educational disabilities at Spaulding High School are very involved in their own process. Students have access to a number of area vocational centers. After school late buses are available for transportation to Wakefield so that students can access extracurricular activities. 	<ol style="list-style-type: none"> Consider combining the two diplomas into one for all students. Continue the process of maintaining student records at the SAU 64 office.

VII. ADDENDUM: OUT OF DISTRICT AND JAMES O SUMMARIES

ADDENDUM

Out-of-District File Review

SAU 64

Date: April 17, 2002

Reviewer: Dick Lates

<p style="text-align: center;">ADDENDUM Out-of-District File Review</p>

SAU 64

Number of Files Reviewed: 1

CITATIONS OF NONCOMPLIANCE

Ed.1109.01

CFR 300.347(a)(5(ii))

File does not indicate how student will participate in state-wide or district wide assessment, with or without modifications.

ADDENDUM

JAMES O. MONITORING PROGRAM

SAU 64

Student File Review

Case Study Document

Reimbursement Claim Form

Case Study Addendum Form

Date: April 17, 2002

Reviewer: Dick Lates and Maryclare Heffernan

<p style="text-align: center;">ADDENDUM JAMES O. MONITORING PROGRAM</p>

SAU 64

Number of files reviewed: 3 Files reviewed

COMMENDATIONS:

Files reviewed are in the process of being reorganized by the new special education director.

CITATIONS OF NONCOMPLIANCE:

Ed1109.01

There is no evidence that state and local assessments are used to determine present levels of performance.

Ed.1109.03

There is no evidence that a regular education teacher or parent attended IEP meeting. (District has surrogate parent in place at this time.)